

## Demographic truths about Latino attainment

Stateline / January 29, 2015

<http://goo.gl/o2KoRR>

U.S. population growth is now driven by Hispanics: No other group is replenishing itself through births or immigration to reverse overall population decline, writes Tim Henderson for Stateline. In 25 states, however, whites are twice as likely as Hispanics to have college degrees, a serious problem in an economy that generates more jobs for the educated. Rising Latino dropout rates and falling family incomes will put an increasing strain on state resources if Latinos are left behind. Yet Hispanic immigrants, documented or undocumented,

must overcome daunting obstacles to earn a college degree. U.S.-born Hispanic college students face unusual financial pressures, and lack advice and role models for academic achievement.

Happily, recent nationwide studies suggest the education gap is closing as recent waves of Hispanic immigrants settle in and become more affluent and proficient in English. By 2012, a record 69 percent of Hispanic high school graduates were enrolled in college, surpassing the rate for white students, according to a 2013 Pew

Research Center report. And in Florida and the District of Columbia, the percentage of Hispanics with a college degree is closer to the share of the overall population with that credential. Miami's large population of Cuban immigrants, many descendants of elites who fled the Cuban Revolution in 1959, is partially responsible for Florida's narrower gap

*Continue reading at the above link*

## The Activity Gap

Alia Wong, January 30, 2015 <http://goo.gl/KrqAaR>



Dylan Otto Krider/Flickr

Income-based differences in extracurricular participation are growing, and these differences greatly affect later outcomes, writes Alia Wong in The Atlantic Monthly. The disparity exacerbates the achievement gap that is keeping poor children behind in school and life. While upper- and middle-class students have become more active in school clubs and sports teams over the past four decades, working-class peers "have become increasingly disengaged and disconnected," particularly since their participation started plummeting in the '90s, according to a recent study in Voices in Urban Education. A gap in access to extracurriculars has always existed, but participation numbers for both groups increased at the same rate until they diverged precipitously in the 1980s for non-athletic

*Continue page 2*

## The Activity Gap continue

activities and in the early 1990s for sports. By 1992, when 75 percent of upper- and middle-class seniors reported extracurricular participation, involvement among disadvantaged students dropped to 61 percent. By 2004, low-income seniors were at 56 percent. With the many current challenges for schools, extracurriculars may seem tangential, but data suggest that extracurricular participation is as meaningful as test scores for subsequent educational attainment and earnings later in life. Researchers fault the growing disparities largely to rising income inequality. Affluent families have more to spend on their children, and as budget cuts force districts to reduce spending, parents must foot the bill. Read full article at the link provided.

## Can schools create gifted students?

*One Louisiana district is given extra support to "high potential" minority students to ace IQ tests.*

Emmanuel Felton

The Hechinger Report

January 2015

<http://hechingerreport.org/can-schools-create-gifted-students/>

Many American schools with gifted-and-talented classrooms demonstrate a clear racial and economic divide, writes Emmanuel Felton for The Hechinger Report. This has prompted complaints and lawsuits, and driven districts to find new ways of including more students of color in gifted education. The St. Charles district in Louisiana may hold an answer. In Louisiana, by regulation, standardized tests identify gifted students. In 2012, just 13 gifted students -- one percent of the student bodies -- attended the four district schools in which white students were the minority. The district sought a waiver from test-score cutoff requirements, hoping to boost critical mass and increase diversity by exposing more students to the kind of thinking that gifted tests purport to measure. Last year, the experimental Academic Academy program invited 91 students lacking the requisite scores from second through eighth grades into accelerated classrooms at the four schools. At year's end, students were again tested. Of the 91 students, six minority students and one white student newly attained "gifted" status. Three of the four schools in the Academic Academy have now increased gifted students of color to over half of gifted students at each school. On average, however, the schools continue to have a smaller percentage of gifted students than the state as a whole. Read the article at the link provided.





## 2015 aha! Process Free Webinar Series

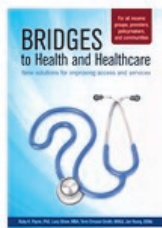
<http://www.ahaprocess.com/free-webinar-series/>

### Partnerships That Matter: Higher Education and Local School Districts

(Nancy Varian, Director of the Center for Professional Development, Malone University, Ohio)

Thursday, March 26: 11:00am-12:00pm CDT

Higher education can partner with at-risk local school district populations to make positive connections to benefit all. Higher education has many opportunities to partner with neighboring schools to write grants, provide student assistance, provide professional development, share ideas, and work side-by-side on projects and programs. Participants in this session will walk away with ideas of how they too can become involved with partnerships that will benefit both higher education and local schools' faculty and students. We welcome you to share with participants ideas, examples, and suggestions that have been successful in your area.



### Bridges to Health and Healthcare: New solutions for improving access and services

(Terie Dreussi-Smith)

Thursday, April 30th: 11:00am-12:00pm CDT

Economic class is a thread that runs through every aspect of health. Population health research studies have consistently demonstrated a correlation between individual health behaviors and levels of social hierarchy, social capital and economic environments. In this webinar, you will:

- Expand your cultural competency model to meet the demands of healthcare reform
- Improve patient experience and communication with high frequency/cost patients at risk of patient non compliance, use of the emergency department as primary care, and non reimbursable readmissions

Learn how to make preventive care make sense to populations forced to live in the "tyranny of the moment" due to chronic low-resourced environments



### Creatively Using "R Rules" Outside of the Public School Setting

(Tom Martingale & Shenja McNac)

Thursday, May 21: 11:00am-12:00pm CDT

Tom Martindale, Coordinator, and Shenja McNac, Coach, will discuss how they've incorporated "The R Rules" into their Bridges Out of Poverty community in Muskogee, OK by using the curriculum in a private school and alternative school setting to help teens begin to build resources and a future story.

Join us as we discuss alternative ways to reach this population of students.

March 12, 2015 Webinar  
3:30-5:00 Central

### MATHEMATICS AND SCIENCE COACHING PERSPECTIVES FOR MATHEMATICS CLASSROOMS

This webinar will provide participants with increased knowledge about two mathematics coaching projects at the K-8 level and understand the impact of coaching as a job-embedded professional development model on teacher change. Francis (Skip) Fennell, PhD, director of the Elementary Mathematics Specialists and Teacher Leaders project at McDaniel College, Maryland, will discuss the professional development provided in content knowledge and leadership development designed to address the growth, development, and ongoing needs related to elementary mathematics specialists. He will also discuss the benefits and challenges of mathematics specialists. David Yopp, PhD, one of the principal investigators for the Examining Mathematics Coaching project, will discuss the research results of the knowledge coaches need in mathematics content and coaching to be considered effective. The research will include the impact of the coaches knowledge on teachers' content, attitudes, and instructional practices.

#### Presenters:

**Francis (Skip) Fennell, PhD, L.**  
Stanley Bowsbey professor of education and Graduate and Professional Studies, McDaniel College, Maryland  
**David Yopp, PhD**, Associate Professor, College of Science  
Department of Mathematics and Department of Curriculum and Instruction, University of Idaho

#### Facilitators:

**Arlene Mitchell and John Sutton PhD**, REL Central at Marzano Research



Lied Center Main Stage Theater

## STUDENT MATINEE

Wednesday, April 8th, 2015

10:30 AM



VIDEO LINK - <https://www.youtube.com/watch?v=PNljwGQfWg>

Nearly 25 million people in 48 states, 71 countries, and six continents have experienced the transformative power of Alvin Ailey American Dance Theatre. Ailey dancers embody African American culture and the beauty of modern dance, performing "anthems to the human spirit." The company was granted status as "a vital American cultural ambassador to the world" by a U.S. Congressional resolution in 2008. This performance includes Ailey's most important work - Revelations - which is described as "the most beloved modern dance creation by anyone anywhere" (Los Angeles Times). Internationally renowned for unparalleled artistry, athletic strength and boundless passion, this performance will both inspire and change your student's lives forever.

If you or your students are interested in getting complimentary tickets to Revelations, please contact Nancy Engen-Wedin at [nengenwedn2@unl.edu](mailto:nengenwedn2@unl.edu). You may receive support to attend this performance through a special performance fund. These tickets are a \$50/ticket value.



## LB 1103 Statewide Vision for Education in Nebraska

The Education Committee of the Legislature has taken the first steps to develop a common statewide vision for education in Nebraska by posting an initial Vision, Mission, and Goals and requesting feedback from Nebraskans.

Access information regarding hearings at the following link: <http://news.legislature.ne.gov/edu/>



# Get Your Number!

## From Kids Count

Kids Count has added Nebraska Legislative district and county specific information. These pages allow for more in-depth look at how children in specific parts of the state are doing.

### Legislative District Sheets

<http://voicesforchildren.com/legislative-district-fact-sheets/>

### County District Available

Cass, Dodge, Douglas, Lancaster  
Omaha Metro (Douglas & Sarpy)  
Sarpy

<http://voicesforchildren.com/county-level-fact-sheets/>



## PBS Digital Resources

Add depth and dimension to your Black History Month lessons with these top picks from PBS LearningMedia:

### Should Black History Be: More Than A Month?

Grades 5-13+ <http://goo.gl/Iuccqr>  
Should Black History Month be ended? That's the question explored by African American filmmaker Shukree Hassan Tilghman as he embarks on his cross-country campaign. Both amusing and thought provoking, More Than a Month examines what the treatment of history tells us about race and power in America. Classrooms can use the guide without watching the entire film, by watching the film clips and discussing the synopsis. "Whose History" provides a one-to-three day lesson plan designed to further students' understanding of the film and to explore the question of how different cultural groups are acknowledged in American history, media, and culture.

### #PBSLovesHipHop (rated 5 stars)

Grades 6-12 <http://goo.gl/iKiff4>

Explore the history of beat making in this short interview with Kurtis Blow from the *PBS Black Culture Connection*. Pioneers of Hip-Hop adapted disco and funk music to serve as the background for their rhymes. As one of the early voices of the medium, Kurtis Blow explains how these appropriated beats inspired "The Breaks."

### Langston Hughes and the Harlem Renaissance

Grades 9-13 <http://goo.gl/WIXLI3>

In which John Green teaches you about the poetry of Langston Hughes. Langston Hughes was a poet and playwright in the first half of the 20th century, and he was involved in the Harlem Renaissance, which was a cultural movement among African Americans of the time that produced all kinds of great works in literature, poetry, painting, sculpture, music, and other areas. The Harlem Renaissance mainly happened in Harlem, the traditionally black neighborhood in upper Manhattan in New York City. Langston Hughes was primarily known as a poet, but he was involved deeply in the movement itself as well. John will teach you a bit about Hughes's background, and he'll examine a few of his best known poems.

## NativeED Review

### 2015 Webinar Series: Scholarship Application Strategies and Resources

Register at: <http://goo.gl/7lx4ll>  
February 26, 4:30-5:30 eastern

As rising tuition costs and fees become an increasingly large factor in college choice, our students and families are often forced to make tough decisions on higher education enrollment. With scholarship opportunities often the only means for increasing postsecondary access, this webinar will provide strategies and resources from a team of experts who are focused on helping Native students access higher education.

Scholarship assistance will include:

- Strategies in essay writing;
- Nominator recommendations;
- A guide for Native student advocacy; and
- Resources to support students, parents, and school leaders throughout the scholarship application process.

### Facilitators

- **Melvin Monette**, NIEA, President & AIGC, Director for Graduate Fellowships and Special Programs
- **Carmen Lopez**, College Horizons, Executive Director
- **Cindy Cameron**, U.S. Department of Education Awareness & Outreach Office, Federal Student Aid Lead Communications Analyst

## Chief Standing Bear

### Chief Standing Bear Scholarships Grades 4-College

**VISIT OUR WEBSITE AT**  
<http://education.ne.gov/mce>  
For the forms and criteria

### 2015 Chief Standing Bear Journey for Justice Scholarship: \$1,500 Deadline April 1

Two scholarships of \$1,500 will be awarded to students who demonstrate qualities of leadership, character and academic accomplishment, and who need financial assistance to meet their educational goals. This scholarship is granted by the Chief Standing Bear Journey for Justice Scholarship Fund, an affiliate fund of the Nebraska Community Foundation

### McDonald's Chief Standing Bear Essay Contest: Kindle e-Reader and \$25 McDonald's Arch Card

Sponsored by McDonalds and the Nebraska Indian Commission. Students write essays from pre-selected grade appropriate topics.



**2015 NJOMA Conference***"JOM Recipe for Success: Parent, Student and Teacher Collaboration"*

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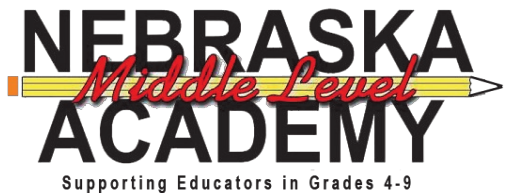
<http://goo.gl/H7JTyM>**NCSA****Nebraska Council of  
School Administrators**

Administrator's Days

July 29, 2015 to July 31, 2015

Younes Conference Center, Kearney  
NE

Make your reservation NOW



Supporting Educators in Grades 4-9

**Connect in Education**

Mark the date for May 27-28, 2015

Norfolk Junior High School

<https://nmla.shutterfly.com/>**2015 Award Nominations Now being accepted for:**

- Outstanding Teacher Award
- Outstanding Administrator Award
- Alfred A. Arth Outstanding Service Award

**Registration is OPEN**

Early Bird Registration is now open. Register by April 1, 2015 and the fee is only \$50.00

Administrators attend FREE with two paid teacher registrations.

Registration fee covers: breakfast and lunch each day and all conference materials.

Register online **TODAY!!**Newsletter Editor: Carol Rempp  
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